

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2009/2010**

This form is for the completion by the Course Co-ordinator. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

Part I

Course Title: Effective English Tutoring

Course Code: EN2295

Course Duration: 1 semester

No. of Credit Units: 3

Level: B2

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims

This course aims to provide students with the theoretical background and practical skills to effectively provide face to face and computer mediated tuition in English language. It combines a theoretical perspective on language learning and teaching methodology with hands-on experience in tutoring. Students will learn how to diagnose language problems and how to conduct tutorial sessions in which clients take an active role in their own learning. They will also improve their own language abilities and their theoretical understanding of the structure of the English language and the genres of academic writing. Approximately a third of the course will involve a practicum in which students will work as student-tutors in the Language Clinic. This course is useful both for students who wish to continue working in the Language Clinic and those who wish to improve their tutoring skills for private employment or for their future careers.

2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Evaluate texts for problems in grammar, organization, content (task achievement) and style, identify patterns of errors in texts and prioritize them by importance, and explain English usage with the help of grammar books, dictionaries, corpora and concordancers, and on-line resources	---
2.	Negotiate successful session outcomes with clients through addressing clients' needs, clearly explaining problems in written English and using strategies to foster learner autonomy in clients	---
3.	Think reflectively about their tutoring abilities and identify areas for improvement	---
4.	Explain the important ethical issues in tutoring and articulate clearly their own philosophy of tutoring	---

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

CILO No	TLAs	Hours/week (if applicable)
CILO 1, 2	Lectures with interactive tasks such as written exercises and analyses, video case studies, role-plays and simulations	7 weeks
CILO 1, 2, 3, 4	Tutoring practice in the Language Clinic (providing face to face and online consultation to peers on their English writing)	4 weeks
CILO 3	Tutoring observation and feedback	2 weeks
CILO 3, 4	Self-assessment and presentation of tutoring philosophy	3 weeks

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

CILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1	2 text analyses	30%	Individual work; assessed individually
CILO 2	Tutoring observation/evaluation	30%	Individual work; assessed individually
CILO 3	Transcription of and reflective essay on 1 tutoring session	20%	Individual work; assessed individually
CILO 4	Oral presentation: tutoring philosophy (<i>timing of this task removed to allow flexibility</i>)	20%	Group work; assessed individually

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities.

CILO 1: 2 text analyses (30%, 15% each)

Criteria / Grade	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
Content (10 marks)	(80% and above) <ul style="list-style-type: none"> • Genre of the text and its required features fully and clearly described • Patterns of error in grammar, organisation, content and style excellently identified and explained • Marking tools like grammar books, dictionaries, corpora, concordancers, and on-line resources fully and effectively referenced 	(65% - 79%) <ul style="list-style-type: none"> • Genre of the text and its required features largely described • Patterns of error in grammar, organisation, content and style satisfactorily identified and explained • Marking tools like grammar books, dictionaries, corpora, concordancers, and on-line resources largely and effectively referenced 	(50% - 64%) <ul style="list-style-type: none"> • Genre of the text and its required features partially described, with little misconception • Patterns of error in grammar, organisation, content and style generally identified and explained • Marking tools like grammar books, dictionaries, corpora, concordancers, and on-line resources reasonably referenced 	(40% - 49%) <ul style="list-style-type: none"> • Genre of the text and its required features sketchily described, with some misconception • Patterns of error in grammar, organisation, content and style sketchily identified and explained • Marking tools like grammar books, dictionaries, corpora, concordancers, and on-line resources occasionally referenced 	(39% and below) <ul style="list-style-type: none"> • Genre of the text and its required features hardly or wrongly described • Patterns of error in grammar, organisation, content and style hardly or wrongly identified and explained • Marking tools like grammar books, dictionaries, corpora, concordancers, and on-line resources seldom or hardly referenced
Language and style (5 marks)	(80% and above) <ul style="list-style-type: none"> • Excellent use of language (style, sentence structure, vocabulary, mechanics, etc.) with almost no residual or editorial problems 	(65% - 79%) <ul style="list-style-type: none"> • Good use of language (style, sentence structure, vocabulary, mechanics, etc.) with few minor residual and editorial problems 	(50% - 64%) <ul style="list-style-type: none"> • Fair use of language (style, sentence structure, vocabulary, mechanics, etc.) with some residual and editorial problems 	(40% - 49%) <ul style="list-style-type: none"> • Less than satisfactory use of language (style, sentence structure, vocabulary, mechanics, etc.) with obvious residual and editorial problems 	(39% and below) <ul style="list-style-type: none"> • Poor use of language (style, sentence structure, vocabulary, mechanics, etc.) with a great deal of serious residual and editorial problems

CILO 2: Tutoring observation/evaluation (30%)

Criteria / Grade	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
Tutoring tactics and effectiveness (20 marks)	(80% and above) <ul style="list-style-type: none"> • Excellent preparation for the session • Strategic sequencing of the flow, very clear determination of client's difficulties, in-depth discussion of problems, and provision of very useful advice • Tutoring theories and techniques (rapport building, questioning, rephrasing, referencing to online materials, etc.) perfectly applied • Learner autonomy successfully fostered 	(65% - 79%) <ul style="list-style-type: none"> • Adequate preparation for the session • Logical sequencing of the flow, clear determination of client's difficulties, precise discussion of problems, and provision of useful advice • Tutoring theories and techniques (rapport building, questioning, rephrasing, referencing to online materials, etc.) well applied • Learner autonomy mostly fostered 	(50% - 64%) <ul style="list-style-type: none"> • Some preparation for the session • General sequencing of the flow, some determination of client's difficulties, some discussion of problems, and provision of appropriate advice • Tutoring theories and techniques (rapport building, questioning, rephrasing, referencing to online materials, etc.) moderately applied • Learner autonomy generally fostered 	(40% - 49%) <ul style="list-style-type: none"> • Little preparation for the session • Occasional sequencing of the flow, little determination of client's difficulties, surface discussion of problems, and provision of advice that may sometimes be irrelevant to the problems • Tutoring theories and techniques (rapport building, questioning, rephrasing, referencing to online materials, etc.) inadequately applied • Learner autonomy weakly fostered 	(39% and below) <ul style="list-style-type: none"> • Very little or no preparation for the session • Unorganised session, poor determination of client's difficulties, very little discussion of problems, and provision of irrelevant advice • Tutoring theories and techniques (rapport building, questioning, rephrasing, referencing to online materials, etc.) very weakly applied • Learner autonomy very weakly or hardly fostered
Language and style (10 marks)	(80% and above) <ul style="list-style-type: none"> • Excellent use of verbal and non-verbal language (fluency, accuracy, tone and style in spoken language; eye contact, gesture and posture in body language) 	(65% - 79%) <ul style="list-style-type: none"> • Good use of verbal and non-verbal language (fluency, accuracy, tone and style in spoken language; eye contact, gesture and posture in body language) with only few minor problems 	(50% - 64%) <ul style="list-style-type: none"> • Fair use of verbal and non-verbal language (fluency, accuracy, tone and style in spoken language; eye contact, gesture and posture in body language) with some problems 	(40% - 49%) <ul style="list-style-type: none"> • Less than satisfactory use of verbal and non-verbal language (fluency, accuracy, tone and style in spoken language; eye contact, gesture and posture in body language) with obvious problems 	(39% and below) <ul style="list-style-type: none"> • Poor use of verbal and non-verbal language (fluency, accuracy, tone and style in spoken language; eye contact, gesture and posture in body language) with a great deal of serious problems

CILO 3: Transcription of and reflective essay on a tutoring session (20%)

Criteria / Grade	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
Content (15 marks)	(80% and above) <ul style="list-style-type: none"> • Purpose of presenting and analysing the case completely achieved, with excellent description of the tutoring session, in-depth discussion of strengths and weaknesses, and useful suggestions for improvement • Learnt theories/concepts and transcriptions excellently referenced in forming ideas 	(65% - 79%) <ul style="list-style-type: none"> • Purpose of presenting and analysing the case largely achieved, with clear description of the tutoring session, useful discussion of strengths and weaknesses, and adequate suggestions for improvement • Learnt theories/concepts and transcriptions strongly referenced in forming ideas 	(50% - 64%) <ul style="list-style-type: none"> • Purpose of presenting and analysing the case generally achieved, with reasonable description of the tutoring session, some discussion of strengths and weaknesses, and some suggestions for improvement • Learnt theories/concepts and transcriptions generally referenced in forming ideas 	(40% - 49%) <ul style="list-style-type: none"> • Purpose of presenting and analysing the case weakly achieved, with little description of the tutoring session, surface discussion of strengths and weaknesses, and only few suggestions for improvement • Learnt theories/concepts and transcriptions inadequately referenced in forming ideas 	(39% and below) <ul style="list-style-type: none"> • Purpose of presenting and analysing the case hardly achieved, with seriously insufficient description of the tutoring session, very limited discussion of strengths and weaknesses, and very little or no suggestions for improvement • Learnt theories/concepts and transcriptions poorly referenced
Language and style (5 marks)	(80% and above) <ul style="list-style-type: none"> • Excellent use of language (style, sentence structure, vocabulary, mechanics, etc.) with almost no residual or editorial problems 	(65% - 79%) <ul style="list-style-type: none"> • Good use of language (style, sentence structure, vocabulary, mechanics, etc.) with few minor residual and editorial problems 	(50% - 64%) <ul style="list-style-type: none"> • Fair use of language (style, sentence structure, vocabulary, mechanics, etc.) with some residual and editorial problems 	(40% - 49%) <ul style="list-style-type: none"> • Less than satisfactory use of language (style, sentence structure, vocabulary, mechanics, etc.) with obvious residual and editorial problems 	(39% and below) <ul style="list-style-type: none"> • Poor use of language (style, sentence structure, vocabulary, mechanics, etc.) with a great deal of serious residual and editorial problems

CILO 4: Oral presentation: tutoring philosophy (20%)

Criteria / Grade	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
Content (15 marks)	(80% and above) <ul style="list-style-type: none"> Ethical issues in and tutors' own philosophy of tutoring perfectly articulated and explained, with very strong reference to their learnt theories and practicum experience 	(65% - 79%) <ul style="list-style-type: none"> Ethical issues in and tutors' own philosophy of tutoring well articulated and explained, with clear reference to their learnt theories and practicum experience 	(50% - 64%) <ul style="list-style-type: none"> Ethical issues in and tutors' own philosophy of tutoring reasonably articulated and explained, with some reference to their learnt theories and practicum experience 	(40% - 49%) <ul style="list-style-type: none"> Ethical issues in and tutors' own philosophy of tutoring weakly articulated and explained, with little reference to their learnt theories and practicum experience 	(39% and below) <ul style="list-style-type: none"> Ethical issues in and tutors' own philosophy of tutoring poorly articulated and explained, with very little reference to their learnt theories and practicum experience
Language and style (5 marks)	(80% and above) <ul style="list-style-type: none"> Excellent use of language (fluency, accuracy, tone, style, etc.) 	(65% - 79%) <ul style="list-style-type: none"> Good use of language (fluency, accuracy, tone, style, etc.) with only few minor problems 	(50% - 64%) <ul style="list-style-type: none"> Fair use of language (fluency, accuracy, tone, style, etc.) with some problems 	(40% - 49%) <ul style="list-style-type: none"> Less than satisfactory use of language (fluency, accuracy, tone, style, etc.) with obvious problems 	(39% and below) <ul style="list-style-type: none"> Poor use of language (fluency, accuracy, tone, style, etc.) with a great deal of serious problems

Part III

Keyword Syllabus

English Writing Skills

Evaluating Texts

Evaluating Tutoring Session

Fostering Learner Autonomy

Language Learning Resources

Responding to Texts

Tutoring Ethics

Tutoring Theories and Tactics

Week by Week Syllabus

Week 1

Introduction to the Course

Fundamentals of Tutoring

Focus on Client vs. Focus on Text

The Process of Writing

Week 2

Tools for Tutoring

Using Dictionaries and Grammar Books

Using On-line Resources

Using Computers to Analyze Texts

Week 2

Evaluating Texts I

Content and Task Achievement

Genres of Academic Writing

Coherence and Cohesion

Style and Register

Week 3

Evaluating Texts II

Grammar Review

Common Errors of Hong Kong Students

Week 4

Tutoring Skills

Negotiating Session Outcomes

Facilitative and Directive Approaches

Sample Video Scenarios

Role-Plays

Week 5

Tutoring Skills

Responding to Texts

Sample Video Scenarios

Role-Plays

Week 6

Strategies for Effective Tutorials

Reflective Listening

Fostering Learner Autonomy

Sample Video Scenarios

Role-Plays

Week 7

On-line Tutoring

Week 8

Tutoring Ethics

The Role of Student-Tutors in the University

Week 9

Tutoring Practice

Week 10

Tutoring Practice

Week 11

Tutoring Practice

Week 12

Tutoring Practice

Week 13
Debriefing
Individual Presentations

Required Reading

Gillespie, P. and Lerner, N. (2004) *The Allyn and Bacon Guide to Peer Tutoring, 2nd edition*. Needham Heights: Allyn and Bacon.

Recommended Reading

Boquet, E.(2002) *Noise from the Writing Center*. Logan, Utah: Utah State University Press.

Murphy, C. and Sherwood, S. (2003), *The New St. Martin's Sourcebook for Writing Tutors, 2nd edition*, Bedford, St. Martin's.

Ryan, L and Zimmerelli , L. (1998) *The Bedford Guide for Writing Tutors, 2nd edition*. Bedford, St. Martin's.

Sinclair, J. (1990) *Collins Cobuild English Grammar*. London:Collins Cobuild.

Returned by:

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Revised by Gilbert Wong on 15 February 2011